



National Curriculum - Art and Design

produce creative work, exploring their ideas and recording their experiences

become proficient in drawing, painting, sculpture and other art, craft and design techniques

evaluate and analyse creative works using the language of art, craft and design

know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

SKILLS EVIDENT BY THE END OF KEY STAGE 3 YR9

to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas

Evidence:- working Art files or sketch books, Art diaries Yr7-8 covering a wide range of skills developing independent learning and individual creative skills

to use a range of techniques and media, including painting

Evidence:- 1. Exploring and experimenting others techniques in their own work

2. Themes - topics to explore, experiment, develop and record technique to develop the formal elements

to increase their proficiency in the handling of different materials

Evidence:- Developed through each year from the outcomes-SOWS every year from Yr7-Yr9 (slide 3-5)

to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

Evidence:- Evaluations sheets – Art Diaries YR7-8 Assessment books for Yr9-11. (attach evaluation sheets)

about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

Evidence:- 1. Research of culture, symbolic and cultural movements linked to artists past and present contemporary

2. Contact and visit with current exhibitions to develop understanding to working life of being an artist, craftsman or designer for future careers. (Artists research sheets)

KS3 – YR7
SOW - Art
and
Design

YEAR 7	Techniques	Outcomes
FORMAL ELEMENTS	<p>Topics are created using the following guide lines to ensure progress of students ability in line with the assessment and art curriculum.</p> <p>Pupils are encouraged to look at artists and explore/investigate different effects of the formal elements line, tone, texture, colour and shape which makes up a piece of artwork using the following art materials:-</p>	<ul style="list-style-type: none"> • A range of studies exploring the formal elements. • Investigate four different art materials from the list below. E.g. Drawing/Painting/Ceramics/Print/Textile/Sculpture. • Artist research to develop skills and techniques.
DRAW SKILLS	<p>Pupils are encouraged to become resilient in their drawing skills and build/develop their artwork like artists.</p> <p>Pupils explore/experiment with the formal elements using a range of different drawing art materials:-</p> <p>Independently students explore, experiment, record investigate basic mark making through different techniques inspired by artist.</p> <p>Pupils create different compositions to a drawing study.</p> <p>Pupils create observational drawing explored from a range of drawing materials.</p>	<ul style="list-style-type: none"> • A series of studies using line, tone and texture to explore mark making related to the topic. • Artist research and recording ideas to explore and investigate drawing skills. • Investigations of using a wide range of drawing materials to draw and make marks. • Composition piece—related to topic. • Observational drawings, exploring techniques.
PAINT SKILLS	<p>Pupils explore/investigate colour using the colour theory and colour wheel using the following:-</p> <p>Primary colours Secondary colours Complementary colours Tertiary colours</p>	<ul style="list-style-type: none"> • Investigations and recorded evidence of the colour theory. • A series of studies exploring/experimenting blending colours exploring painting skills. • Artist research and recording ideas to exploring and investigate painting skills.
CERAMICS	<p>Pupils explore/investigate the process of clay modelling such as modelling and joining.</p>	<ul style="list-style-type: none"> • A clay piece that shows experimenting with the process of clay, joining clay and modelling. • Artist research and recording ideas to explore clay techniques.
PRINT	<p>Pupils explore rubbings and textural effects from natural/manmade objects.</p> <p>Pupils explore monoprints from found objects.</p>	<ul style="list-style-type: none"> • A series of studies exploring printing effects and techniques. • Artist research and recording to explore printing skills.
TEXTILE	<p>Pupils explore a range of textile techniques such as fabric collage, wax resist, weaving and dye work.</p>	<ul style="list-style-type: none"> • A series of ideas exploring textile techniques. • A finished piece of work.
SCULPTURE	<p>Pupils explore a range of different scrap materials such as card, newspaper, papier-mâché, found objects, natural objects to create sculptures.</p>	<ul style="list-style-type: none"> • A finished piece exploring the different materials. • Artist research to explore sculpting techniques.

Year 7 Art

Key skills :-

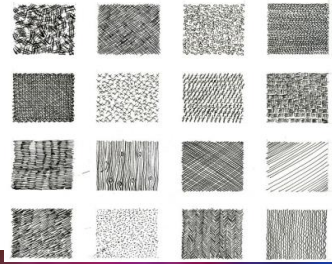
Texture

How something looks or feels

Texture/Marks

To make drawings look more realistic, explore different marks by changing the direction and pressure of your mark.

E.g rough/smooth



Tone

How light or dark something is

Pencils come in different grades, the softer the pencil, the darker the tone. H= Hard B= Black

In art the most useful pencils are 2B and 4B.

No grade pencil is HB (Hard black) middle of the scale.

9H 8H 7H 6H 5H 4H 3H 2H 1H F



HB B 2B 3B 4B 5B 6B 7B 8B 9B



ART FORMAL ELEMENTS

Colour

Texture

Tone

Line - a mark which can wiggly, straight etc



Shape/Pattern - a 2D shape enclosed e.g triangle, then repeated



Form - something that has 3 dimension e.g cube, sculpture

3D Form - to create 3D effects use different tones, textures and marks



Composition - where objects are placed in a piece of art work.

Colour

What you see when the light reflects of something

Colour vocabulary

Primary colours are the three main colours RED, BLUE, YELLOW and cannot be made, they are used to make other colours.

Secondary colours are made by mixing the primary colours, ORANGE, PURPLE, GREEN.

Complementary colours are opposite on the colour wheel.

Harmonious c  on the colour wheel.

Tint is when you add white to a colour.

Shade is when you add black to a colour.



KEY WORDS

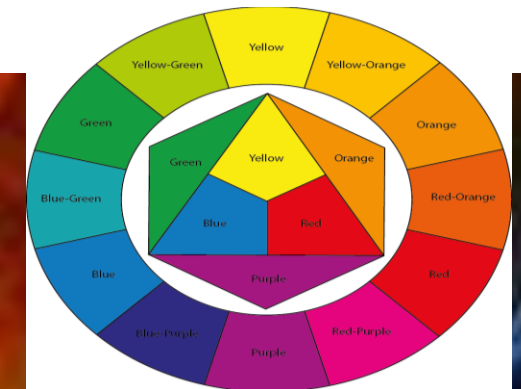
Media/Medium - The tools and materials used by a artist to create a piece of artwork

Technique - The way an artist uses tools and materials to create a piece of artwork

Highlight - The bright or reflective area found on a object or piece of art

Shadow/shade - The darker areas found on a object or piece of art

Proportion - The size relationships between different parts—eg. Height, length, width



KS3 – YR8 SOW - Art and Design

YEAR 8	Techniques	Outcomes
FORMAL ELEMENTS	<p>Topics are created using the following guide lines to ensure progress and development of students ability from Yr7 to Yr8 in line with the assessment and art curriculum.</p> <p>Pupils are encouraged to further explore and refine their art skills from Yr7 by investigation and experimentation of the formal elements line, tone, texture, colour and shape using the following art materials:-</p>	<ul style="list-style-type: none"> · A range of studies to further explore the use of the formal elements. · Investigate /develop/refine four different art materials from the list below within the academic year. · Additional artist research to further develop art skills and techniques.
DRAW SKILLS Perspective	<p>Pupils further build resilience to explore/experiment the formal elements using a range of different drawing materials:-</p> <p>Independently students develop their skills through explore, experiment and record to investigate further mark making and drawing techniques inspired by artist.</p> <p>Pupils develop composition ideas.</p> <p>Pupils further explore observational skills.</p>	<ul style="list-style-type: none"> · A series of studies to develop skills using line, tone and texture to explore mark making. · Artist research, recording ideas to further explore and investigate drawing skills. · Develop and investigate of the use of a wide range of drawing materials to develop mark making. · Refine composition skills to a piece of artwork. · Further develop observational techniques.
PAINT SKILLS Perspective Scale/Proportion	<p>Pupils further explore/investigate colour using the colour theory and colour wheel using the following:-</p> <p>Primary colours Secondary colours Complementary colours Tertiary colours</p>	<ul style="list-style-type: none"> · Investigations to further techniques in colour theory. · A series of studies further exploring/experimenting blending colours and refine painting skills. · Artist research and recording ideas to further explore and investigate painting skills.
CERAMICS Techniques	<p>Pupils further explore/investigate the process of clay modelling such as modelling and joining.</p> <p>Pupils work with glazing and finishing skills.</p>	<ul style="list-style-type: none"> · A finished piece to further develop modelling skills and finishing techniques in the clay process. · Artist research and recording ideas to further explore clay techniques.
PRINT Collagraphs	<p>Pupils further explore rubbings and textural effects from natural/manmade objects.</p> <p>Pupils refine/explore monoprints from found objects.</p>	<ul style="list-style-type: none"> · A series of studies to further explore printing effects and techniques. · Artist research and recording to further explore printing skills.
TEXTILE	<p>Pupils further explore a range of textile techniques such as fabric collage, wax resist, weaving and dye work.</p>	<ul style="list-style-type: none"> · A piece of artwork to further explore textile techniques.
SCULPTURE Large scale	<p>Pupils further develop/explore a range of different scrap materials such as card, newspaper, papier-mâché, found objects, natural objects to create sculptures.</p>	<ul style="list-style-type: none"> · A finished piece to further explore different materials. · Artist research to further explore sculpting techniques.

Year 8 Art

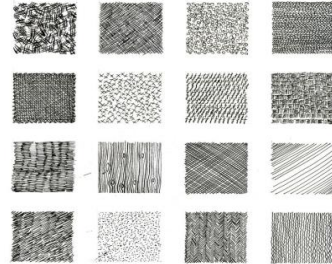
Key skills :-

Texture

How something looks or feels e.g rough/smooth

Texture/Marks

To make drawings look more realistic, explore different marks by changing the direction and pressure of your mark.



Tone

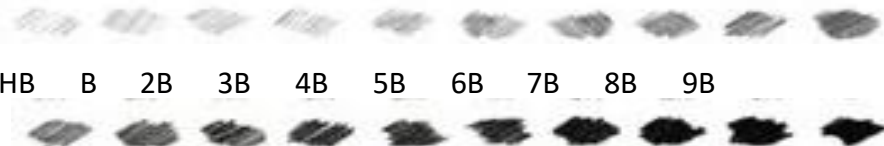
How light or dark something is

Pencils come in different grades, the softer the pencil, the darker the tone. H= Hard B= Black

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9H 8H 7H 6H 5H 4H 3H 2H 1H F



ART FORMAL ELEMENTS

Colour

Texture

Tone

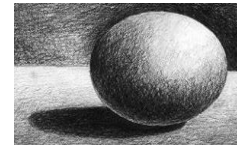
Line

Shape/Pattern

Form - something that has 3 dimension

e.g cube, sphere, sculpture

3D Form - to create 3D effects use different tones, textures and marks, change the direction of your pencil.



Colour

What you see when the light reflects of something

Colour vocabulary

Primary colours are the three main colours RED, BLUE, YELLOW and cannot be made, they are used to make other colours.

Secondary colours are made by mixing the primary colours, ORANGE, PURPLE, GREEN.

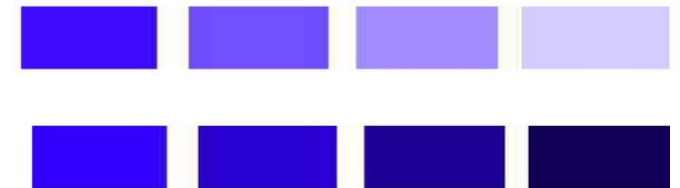
Complementary colours are opposite on the colour wheel.

Harmonious colours are next to each other on the colour wheel.

Tint is when



Shade is when you add black to a colour.

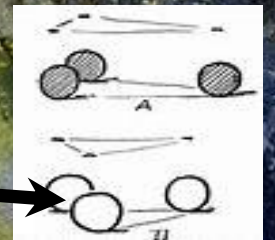
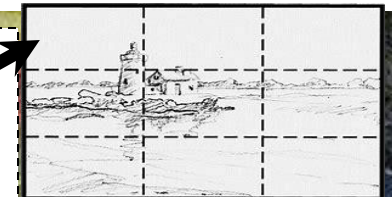


Composition - This is the way you place or position objects onto a piece of paper.

Common composition rules:-

1 Rule of thirds - the paper is divided horizontally and vertically into nine equal parts, then placing the focus on the image where the lines intersect, a balanced composition is created.

2 Rule of odds—an odd number of objects/subject in an image is more interesting to look at and your eye is more likely to move around the image.



KEY WORDS

Media/Medium - The tools and materials used by a artist to create a piece of artwork

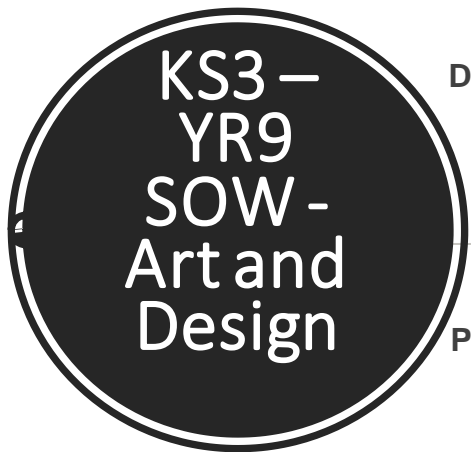
Technique - The way an artist uses tools and materials to create a piece of artwork

Highlight - The bright or reflective area found on a object or piece of art

Shadow/shade - The darker areas found on a object or piece of art

Proportion - The size relationships between different parts—eg. Height, length, width

Composition - The positioning of objects onto a page



YEAR 9	<i>Techniques</i>	<i>Outcomes</i>
FORMAL ELEMENTS	<p>Topics are created to enhance student ability and begin to develop individual areas of specialism using the following guide lines to ensure progress and development of students ability leading into YR10 in line with GCSE assessment criteria, Pupils are encouraged to enhance and refine their art skills through investigation and experimentation of the formal elements line, tone, texture, colour and shape using the following art materials:-</p>	<ul style="list-style-type: none"> • A range of studies to enhance the experimentation to explore the use of the formal elements. • Investigate /develop/refine four different art materials from the list below within the academic year with an emphasis to specialise in one or two areas. • Artist research with an emphasis to personal interest to enhance and further develop art skills and techniques in areas of interest.
DRAW SKILLS Portraits	<p>Pupils further develop resilience by explore/experiment the formal elements using a range of different drawing materials:- Independently students develop their skills through explore, experiment and record to investigate and refine further mark making and drawing techniques inspired by artist. Pupils explore portraits and human figure. Pupils develop composition ideas. Pupils further explore observational skills.</p>	<ul style="list-style-type: none"> • A series of studies to develop skills using line, tone and texture to explore mark making in personal projects. • Artist research, recording ideas to further explore and investigate drawing skills to develop personal skills. • Develop and investigate of the use of a wide range of drawing materials to enhance personal development. • Refine composition skills to a piece of artwork. • Further enhance observational techniques specific topics.
PAINT SKILLS Tonal	<p>Pupils further explore/investigate colour using the colour theory and colour wheel using the following:- Primary colours Secondary colours Complementary colours Tertiary colours</p>	<ul style="list-style-type: none"> • Investigations to further techniques in colour theory. • A series of studies further exploring/experimenting blending colours and refine painting skills and range of types of paint. • Artist research and recording ideas to further explore and investigate painting techniques to project interest.
CERAMICS Techniques	<p>Pupils further explore/investigate the process of clay modelling such as modelling and joining. Pupils work with glazing and finishing skills.</p>	<ul style="list-style-type: none"> • A finished piece to further develop modelling skills and finishing techniques in the clay process, depending on choice. • Artist research and recording ideas to further explore clay techniques—personal choice.
PRINT Lino/Screen	<p>Pupils further explore rubbings and textural effects from natural/manmade objects. Pupils refine/explore monoprints from found objects.</p>	<ul style="list-style-type: none"> • A series of studies to further explore printing effects and techniques. • Artist research and recording to further explore printing skills—personal choice.
TEXTILE	<p>Pupils further explore a range of textile techniques such as fabric collage, wax resist, weaving and dye work.</p>	<ul style="list-style-type: none"> • A piece of artwork to further explore textile techniques.
SCULPTURE Construction	<p>Pupils further develop/explore a range of different scrap materials such as card, newspaper, papier-mâché, found objects, natural objects to create sculptures.</p>	<ul style="list-style-type: none"> • A finished piece to further explore different materials. • Artist research to further explore sculpting techniques.

Year 9 Art

Key skills :-

ART FORMAL ELEMENTS

Colour

Texture

Tone

Line

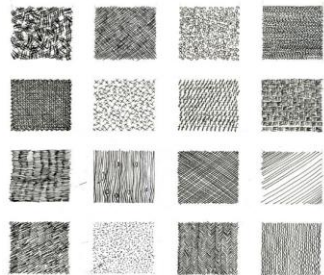
Shape/Pattern

Texture

How something looks or feels e.g rough/smooth

Texture/Marks

To make drawings look more realistic, explore different marks by changing the direction and pressure of your mark.



Tone

How light or dark something is

Pencils come in different grades, the softer the pencil, the darker the tone. H= Hard B= Black

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9H 8H 7H 6H 5H 4H 3H 2H 1H F



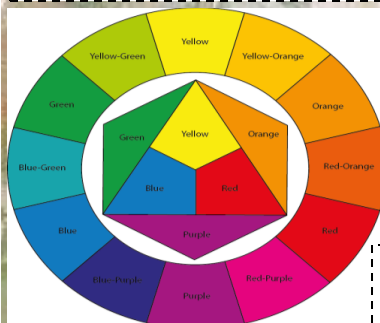
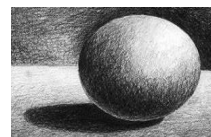
HB B 2B 3B 4B 5B 6B 7B 8B 9B



Form - something that has 3 dimension

e.g cube, sphere, sculpture

3D Form - to create 3D effects use different tones, textures and marks, change the direction of your pencil.



Colour

Colour vocabulary

What you see when the light reflects of something

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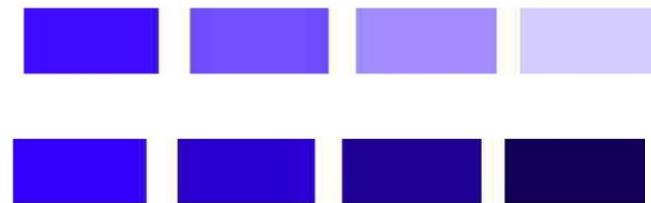
Complementary colours are opposite on the colour wheel.



Harmonious colours are next to each other on the colour wheel.

Tint is when you add white to a colour.

Shade is when you add black to a colour.



Mark making techniques

Hatching



Lines which are shaded in one direction
Overlay



Layering multiple colours colours with even shading

Cross hatching



Lines which cross in two directions
Scumbling



Random marks close together or far apart

Stippling



Dots which are close together or far apart
Burnishing



Blending colours using a white pencil

KEY WORDS

Media/Medium - The tools and materials used by a artist to create a piece of artwork

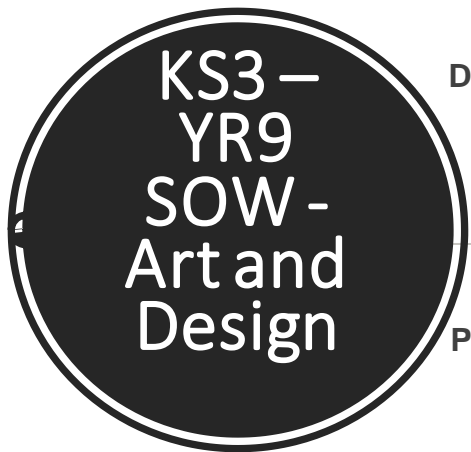
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Proportion - The size relationships between different parts—eg. Height, length, width

Composition - The way you place or position objects onto a piece of paper



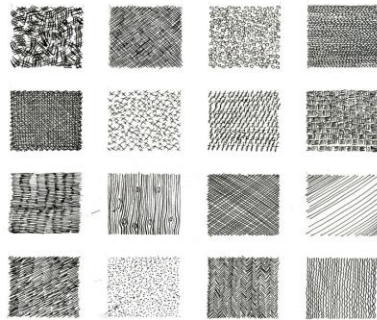
YEAR 10	Techniques	Outcomes
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Texture

How something looks or feels

Build on Texture/Marks

To make drawings look more realistic, explore different marks by changing the direction and pressure of your mark.



Tone

How light or dark something is

Pencils come in different grades, the softer the pencil, the darker the tone. H= Hard B= Black.

Explore a wide a range of 2B to 9B pencils to exaggerate the effect. HB (Hard black) middle of the scale.

9H 8H 7H 6H 5H 4H 3H 2H 1H F



HB B 2B 3B 4B 5B 6B 7B 8B 9B



Colour

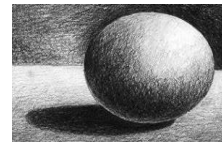
Texture

Tone

Line

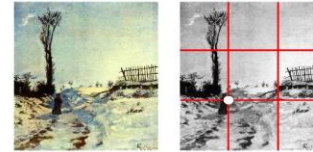
Shape/Pattern

3D Form - to create 3D effects use different tones, textures and marks, change the direction of your pencil.



Composition -

Placing objects on the page and how they look to the eye.



Artist Techniques - The way an Artist uses art materials and the effects of the formal elements.

Colour Theory

Key elements to learn when using colour in a composition:-

MONOCROMATIC

All the shades come from one colour

ANALOGOUS

A similarity between the colours

COMPLEMENTARY

Colours which are opposite each other on the colour wheel

COLOUR CHROMATIC VALUE

The measure of lightness or darkness to a colour.

COLOUR PERCEPTION

Colour temperature

COLOUR ARRANGMENT

KEY WORDS

- Investigate To study the artist materials and how you will use them in my own work.
- Intention To write and describe what you will do and how you will do it in your art
- Formal Elements Refining on the elements line, shape, texture, colour and tone
- Colour Theory Deeper understanding to colour tones and combinations in artwork
- Artist Technique The way an art material is used and explored by using the formal elements
- Composition Explore the way objects are places and the effects.

Refining— Build on mark making techniques

Hatching



Lines which are shaded in one direction

Cross hatching



Lines which cross in two directions

Stippling



Dots which are close together or far apart

Overlay



Layering multiple colours colours with even shading

Scumbling



Random marks close together or far apart

Burnishing



Blending colours using a white pencil

GCSE ART— A01—DEVELOP ideas through investigations, demonstrating critical understanding of sources.

EVIDENCE – highlighted key words

You should use **research** to show that you are feeding your **ideas** by gathering information on the theme, topic, starting point and by looking at different artist craft work.

You must show that you can **analyse** your **research** and your **ideas** to show that you have a **comprehensive understanding** of your chosen theme, starting point.

Felt experience -

How does the project links to your feelings?

Is there a symbolic reason behind the topic and your choices?

What inspires you from your artist research? What have you experienced and gathered linked to your topic?

A01

Assessment Objective 1



A01 is about developing ideas from a starting point to a final piece. This is done through A-mapping, sketches and studies related to the work of other artists, designers and craftspeople. You need to analyse and understand these contextual sources, and develop your ideas in a personal way.

Annotations

You can begin to develop your ideas once you have collected your source materials. You might have some general concepts about what you want to do, but your ideas will change and develop as you investigate your source material. You'll need to do more research and find new source materials as your work develops.



Artist Research

Primary Drawings & Observations

TOP TIPS TO SHOW THE EVIDENCE —

1. Create a spider diagram on ideas explore and investigate lots of options, find the key meaning of the topic.
2. Research 2-5 Artist as well as collect resources related to culture and the topic.
3. Take lots of photographs to gather ideas.

GCSE ART— A02—EXPERIMENT Refine work by exploring ideas, selecting and **EXPERIMENTING** with appropriate media, materials, techniques and processes.

EVIDENCE – highlighted key words

You must show how you have developed your **ideas** through exploring and **experimenting** with media, techniques and technologies. You must show that you can **review, modify** and **refine** your ideas as your work progresses.

You must not throw anything away.

This will show **what** and **how** you have learnt during the project.

Felt experience -

What do you feel when exploring and experimenting with art materials?
How does the process of exploring inspire you?
What journey and process are you working through that helps you develop your ideas?
What does this journey feel like, when exploring?

Assessment Objective 2 is about refining your ideas through selecting and experimenting with appropriate resources, media, materials, techniques and processes. There are various ways of using these to develop ideas and create a personal response.

A02

Assessment Objective 2

Experimenting with media



Cut, layer and experiment with photographs and papers.

Using artists inspiration

Experiments, practical samples and studies in different media demonstrate that you have developed and communicated your ideas through practical investigation. This will equip you with a working vocabulary of resources, practical knowledge and technical skills and enable you to make an informed choice when selecting materials and approaches for your theme.

TOP TIPS TO SHOW THE EVIDENCE -

1. Create a still life of objects linked to your topic and take 10 shots, draw from them. Take 10-20 photographs of ideas linked to the topic.
2. Experiment with developing and refining ideas using a wide range of different art materials.
3. Create links to artist techniques the formal elements and colour theory aim for 15-20 A5 studies.

GCSE ART— A03—RECORD Ideas, observations and insights relevant to intentions as work progresses.

EVIDENCE – highlighted key words

You must produce a record of **what** you have done, **how** you have done it and **why** you chose to do it that way.

This will show an ability to **reflect** on your work **modifying** and **refining** it as it progresses, to **realise** your intentions.

Felt experience -

Explore how you feel about your progress so far?

How does the work make you feel, add these feeling to give a symbolic and personal response to your work? What is symbolic about the work that relates to you?

How can you express your feelings through your artwork?

A03

Assessment Objective 3 is about recording your ideas, observations and insights, which can be in visual, written and other forms. You should work from a range of experiences and stimulus materials, as each of these could lead you to different ways of developing your ideas. You should reflect upon your work, and consider what you have achieved at each stage and what you will do next.



You need to demonstrate that you understand how artists and designers work, and relate this to the ideas that you record. This may be done using images, different media, sketches, diagrams and studies. You should demonstrate connections between your own recordings and the work of other artists and designers by carefully organising these observations in your sketchbook.

TOP TIPS TO SHOW THE EVIDENCE—

1. Record your evidence and ensure you can show evidence to the following questions:-
What have you done? (Spider diagram, explore ideas using artist, links and collecting resources as well as creating studies)
2. How did you do it? (your way of processing ideas)
3. Why you choose to do it that way? (your thoughts on how your work and why you do it that way, add in your feelings and how your journey develops)